University of Illinois at Chicago
College of Architecture and the Arts

Strategic Plan
June 26, 2006

College of Architecture and the Arts

Academic Schools and Departments	**School of Architecture**	**School of Art and Design**	**Department of Art History**	**Department of Performing Arts**
Research and Exhibition Units	**City Design Center**	**Gallery 400**	**Jane Addams Hull-House Museum**	
Instructional Support	**Project Lab**	**Visual Resources Library**		

School of Architecture

Bachelor of Arts in Architectural Studies
Master of Architecture
Master of Science in Architecture

School of Art and Design

Bachelor of Fine Arts in Art Education
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Electronic Visualization
Bachelor of Fine Arts Industrial Design
Bachelor of Fine Arts in Moving Image
Bachelor of Fine Arts in Photography
Bachelor of Fine Arts in Studio Arts
(Painting and Sculpture)

Master of Fine Arts in Electronic Visualization
Master of Fine Arts in Film/Animation/Video
Master of Fine Arts in Graphic Design
Master of Fine Arts in Industrial Design
Master of Fine Arts in Photography
Master of Fine Arts in Studio Arts

Department of Art History

Bachelor of Arts in Art History
Master of Arts in Art History
Doctor of Philosophy in Art History

Department of Performing Arts

Bachelor of Arts in Music (Basic and Performance)
Bachelor of Arts in Theatre
(Performance and Directing/Design Concentration)
Bachelor of Fine Arts in Theatre Performance

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Introduction

This first draft of our very successful strategic planning process results from a highly participatory endeavor begun with the College of Architecture and the Arts' first strategic planning committee meeting in April of 2004. Guided by college staff, our egalitarian process incorporated multiple means and occasions to broaden the input from constituents across the college. Knowing who we are, as individuals and as a college, has been central to the development of a flexible and responsive process that evoked and built upon the creative and visionary ideas that are the core of our work.

Our initial meeting highlighted the vitality and dimensions of the college's four academic and three exhibition/research units as we identified the bridges and shared futures of our practices and disciplines. In fall of 2004 web based questionnaires were developed to obtain feedback from students, faculty and staff on many of the ideas, priorities, opportunities and challenges discussed by the strategic planning committee. As development of our mission and vision statements came to fruition in late 2004, and themes began to emerge, committee members led discussions at focus group sessions to discuss specific topics. Members of the college community and alumni and friends were invited to sign up for one or two sessions. These self-selected groups imagined potential directions for the college to pursue and identified goals that would bring our college closer to our envisioned future.

The quality of conversation and open approach has created substantial buy-in within the college. While we have developed a comprehensive and flexible strategic plan that will help guide our decision-making over the next five years, the process itself became a tremendous community building success in the face of major budgetary and facility challenges. Led by unit chairs and directors and a core group of college administrative staff, we plan to continue to include future-oriented thematic discussions as part of our ongoing development of long-range plans for the College of Architecture and the Arts.

Judith Russi Kirshner
Dean

1. Executive Summary

1. statement of strategic intent

The College of Architecture and the Arts – incorporating architecture, art, design, music, theatre, and art history – is unique on campus and in the city. The college's ability to build broad connections across the arts, professional practice, education, and research dismantles boundaries between the university and the city and enables the college to represent UIC with distinction. Fundamental to urban identity, practices in the arts and architecture carry the necessity of public presentation and productive collaboration. The College of Architecture and the Arts is committed to generating the future artists, architects and scholars who will shape the cultural and built environments of local and global communities.

2. mission statement

The College of Architecture and the Arts' response to President B. Joseph White's initiative contributes to the University of Illinois and UIC missions of service to society by creating knowledge, fostering scholarship, urban engagement, and education for a diverse student body.

mission:

As a college of visual and performing artists, designers, architects, historians and museum professionals, we investigate, make, interpret and present the arts across established and expanding disciplines.

As educators, we create intellectual and sensory opportunities for shared invention, prepare students for ambitious, critical engagement with practice and advance ethical leadership.

As students, scholars and researchers in the city, we are committed to generating new knowledge and creating productive exchanges with diverse audiences and constituents, both active and potential.

As collaborators, we partner with public and private organizations to promote social responsibility, academic and civic engagement and enrich our communities with new ideas, new environments and new possibilities.

3. vision

The College of Architecture and the Arts will become, and be recognized as, the nation's premiere college for education in the arts and architecture.

Expressed in the phrase "access to excellence" the College of Architecture and the Arts is dedicated to engagement in the public sphere through individual and collaborative research and creativity.

4. summary of planning process

The College of Architecture and the Arts began its second strategic planning process in April of 2004. Coinciding with development of President B. Joseph White's planning initiative and the campus 2010 Strategic Thinking report, the College's process has adapted to meet university and campus recommendations, and support the goals and principles contained in the UIC Strategic Plan. The College's Strategic Planning Committee comprised of faculty, students, staff and friends formed a flexible and responsive process that incorporated multiple means and occasions for broad input from college constituents and stakeholders. The open process produced substantial buy-in through the many creative dialogues and ideas that are fundamental to the College of Architecture and the Arts.

5. critical factors determining success

This plan describes the College's aspirations and identifies a number of strategic steps that will bring the College closer to its envisioned future. Fulfilling the College's mission means remaining dynamic and responsive. Requiring flexibility, this document was created for environments in flux, positioning the College to take advantage of emerging opportunities in Chicago, our classrooms and studios, or on the world wide web.

6. plan implementation and participation

The College is committed to implementing the strategic plan. To accomplish this, the plan will be revised annually in order to make necessary amendments, incorporate new ideas, and recognize achievements that have been made. As much as possible the strategic actions identified in the plan will be incorporated into existing routines, processes and committees. The College Executive Committee will become the clearinghouse for these activities.

7. strategic goals

Five general goal areas were designated by the strategic planning committee in order to delineate more specific goals, objectives and strategies. These areas are:

***to develop intellectual communities:* people**

Providing outstanding learning opportunities to a diverse student body, the College prepares students for leadership in architecture and the arts. Our faculty and alumni who achieve national and international reputations are recognized for their research, scholarly and creative work. Our faculty, students, alumni and staff form a partnership that is the College of Architecture and the Arts.

to advance knowledge: education

Across the fields of architecture, art, design, music, theatre, and art history, the College promotes and sustains high levels of intellectual and artistic activity, research, critical practice and community engagement. As a College we are unique in combining these fields in a public university located in a city defined by its built environment and cultural richness. Through professional, scholarly and research experience, internships, and site visits, our curriculum builds bridges into the varied workplaces and intellectual lifelines of Chicago.

***to create and critique for changing worlds:* research and critical practice**

The College bases artistic and architectural production on research. Research can be theoretical, analytical, technological, creative, historical, and pragmatic. It shapes future practices, educating students and enabling educators to invent, adapt, analyze and apply new knowledge in answer to the needs and potentials of their disciplines and professions.

***to inform and invent for expanding audiences:* external engagement**

The College of Architecture and the Arts is and should be a destination not only for students seeking training and mastery of the arts and architecture, and of their histories and philosophies, but also for citizens and patrons more generally. The College seeks to make itself a dynamic center, where ideas and products are conceived, honed, created and discussed, and where each stage of the process of creative production is transparent to the broader world.

UIC's campus increasingly represents, presents and performs architecture and arts, made and in the making. The College seeks to establish UIC as an essential cultural destination in the city, region and globe. To do so we invent and harness the new technologies of presentation. It requires the development of partnerships both educational and cultural with the professions and the larger communities we serve.

***to invigorate our environment:* college community, internal communication and coordination**

Central to the College's effectiveness will be the strategic development and maintenance of our physical, technological and administrative infrastructures. Our creative and intellectual mission will be achieved by deploying the necessary resources to maintain and improve the infrastructure. Our responsiveness requires clear, efficient, and inclusive channels of communication among the various constituencies that make up the College. Clear mechanisms for implementation and evaluation will assure that the implementation of the goals and objectives outlined below meet the challenges of the day.

Stretch Ideas

Poised to elevate and strengthen campus connections with the city, the College's new programs and centers will serve as sites for professional and academic interaction. New structures of architectural significance will house instruction with public presentations, to education audiences, and offer students and faculty new sites for public exchange. "Stretch Ideas" are included as potential substantial undertakings, and as envisioned they would significantly enrich the university and contribute to the visibility of the College and UIC.

New Programs	**New Structures**
Professional practice (internship) programs	Center for Arts and Education
Emerging Market Programs: Architecture and Design	Signature Building
Center for Jazz Education	Expansion of the Jane Addams Hull-House Museum

8. purpose of the plan

Realization of the College's aspirations will require the procurement of resources beyond existing levels. The identification and generation of new revenue streams from new continuing education and professional practice programs, and a vigorous pursuit of external funding (gifts, grants and contracts) and partnerships will position the College to move beyond its traditional reliance on state funds. The physical plant and financial resources of the College represent enduring challenges.

The prime location of the campus uniquely positions the College and UIC to continue Chicago's architectural legacy and contribute to the city a new signature building, housing public performances and exhibitions and adding a major cultural destination to the UIC campus.

2. **vision and mission**

vision statement:

individual and collaborative research and creativity: engagement in the public sphere

mission statement:

As a college of visual and performing artists, designers, architects, historians and museum professionals, we investigate, make, interpret and present the arts across established and expanding disciplines.

As educators, we create intellectual and sensory opportunities for shared invention, prepare students for ambitious, critical engagement with practice and advance ethical leadership.

As students, scholars and researchers in the city, we are committed to generating new knowledge and creating productive exchanges with diverse audiences and constituents, both active and potential.

As collaborators, we partner with public and private organizations to promote social responsibility, academic and civic engagement and enrich our communities with new ideas, new environments and new possibilities.

3. **to develop intellectual communities: people**

Our faculty, students, alumni and staff form a partnership that is the College of Architecture and the Arts. We are dedicated to recruiting and retaining excellent faculty, motivated students and highly qualified staff. Increasing underrepresented members of our community through aggressive recruitment strategies, support, and mentorship programs continues to be a priority.

Our faculty strive to achieve national and international reputations and receive a wide range of formal recognition for research, scholarly and creative work, and teaching. Our students graduate prepared to begin professional and academic careers. Our alumni play an increasingly vital and expanding role in the college community.

goals, objectives, and strategies

Advance excellence and diversity of faculty through recruitment, retention, and leadership

Continue to analyze and pursue optimal distribution of tenured/tenure-track and non-tenured faculty and to recruit strong faculty who demonstrate potential for excellence in their research, professional practice, new initiatives and collaboration within and beyond the college.

a) continue to make faculty recruitment a top priority
b) conduct focused searches to identify strongest candidates
c) define the roles of adjunct, clinical, and other non-tenured faculty
d) pursue opportunities for endowed faculty support

In the recruitment of strong faculty, search committees should adjust strategies to increase pools of qualified underrepresented applicants.

a) recruit proactively through nominations
b) target publications, organizations and websites

In the recruitment of strong faculty, search committees should adjust strategies to increase pools of qualified female applicants.

a) recruit proactively through nominations
b) target publications, organizations and/or websites

Develop and implement a college and unit mentorship programs for junior faculty to encourage academic achievement in research/creative work, teaching and service in order to enhance their cases for tenure.

a) develop program with input from senior and recently tenured faculty
b) coordinate appropriate unit-based and college-based activities

Develop a faculty retention program.

a) maintain salary equity and competitiveness
b) examine retention rates, loss history resignations vs. retirements, voluntary vs. involuntary
c) increase endowed faculty support
d) utilize new models for distribution of faculty responsibilities

Continue and strengthen support for faculty development.

a) mentor international faculty
b) provide technical training/workshops
c) continue and expand grant writing workshops
d) encourage and support external fellowships

Develop and activate program to prepare and mentor faculty for leadership and university citizenship.

a) establish a shadow program with college and university administrators

Clarify unit promotion and tenure norms with respect to research, creativity and interdisciplinarity and consider development of college norms.

a) have College Executive Committee (Promotion and Tenure Committee) reviews norms and considers college norms
b) analyze and review norms in units

Define role of and expectations for non-tenure faculty positions.

a) have College Executive Committee review non-tenure faculty position descriptions
b) analyze use of clinical and research faculty positions in units

<u>Advance excellence and diversity of students through recruitment, retention and leadership</u>

Target Chicago region high-schools for recruitment that serve at least 80% minority students.

a) re-apply for HECA grant
b) hire part-time staff recruiter, or grad assistant in the office of student affairs
c) build connections with high-school art teachers
d) regular faculty visits to high schools
e) expand merit and need-based scholarships

Develop and/or host programs for high-school students to visit our college on campus.

a) rent, share space or partner with existing external programs
b) host visits with faculty and/or classes
c) partner with existing campus programs
d) host “arts day” event
e) seek grant funds to support outreach programs

Strengthen and increase enrollment in Summer Bridge Program for incoming freshmen.

a) improve publicity about program
b) hire a part-time recruiter or grad student to promote the program
c) increase communications with incoming freshmen

Promote and establish effective student-to-student learning and support networks in units and in the college.

a) establish a shadow program
b) re-establish arts reach mentorship program
c) formalize individual mentorship program
d) establish college-wide student council or peer program
e) initiate opportunities for advanced undergraduates or grad students to mentor students entering a program of study

Promote social responsibility by involving students in leadership activities, on campus and off.

a) give students role in advising processes
b) give students role in planning curricular changes
c) promote student participation in professional organizations

Create opportunities for students to have productive exchanges with public audiences.

a) design and build movable exhibition structure
b) design a student web archive or exhibition
c) offer portfolio preparation/interviewing workshops
d) pursue publications
e) further promote performances and conferences
f) pursue a new building with more public exhibition areas to bring students closer to audiences

<u>Advance excellence and diversity of staff through recruitment, retention and leadership</u>

Arrange ongoing opportunities for staff to promote community, exchange ideas and involve staff in advisory or decision-making roles at the college level.

a) establish a staff advisory council
b) hold college-wide staff meetings once per semester
c) ensure staff representation at relevant college meetings

In the recruitment of staff, search committees adjust strategies to increase pools of qualified underrepresented applicants.

a) recruit proactively through nominations
b) target publications, organizations and websites

Increase participation in professional development activities.

a) encourage staff to participate in programs on and off campus
b) provide release time and/or funding support
c) create opportunities for staff to share expertise with others in the college
d) document existing staff development activities

Develop and activate program to prepare and mentor staff for leadership and university citizenship.

a) establish a shadow program with college and university administors

Implement a staff retention program.

a) maintain salary equity and competitiveness
b) examine retention rates, loss history resignations vs. retirements, voluntary vs. involuntary
c) provide opportunities for career advancement

Expand, strengthen and sustain relationships with alumni

Improve web presence for alumni.

a) establish a digital show and/or alumni archive
b) establish an alumni page on the college website
c) include list of "lost alumni"
d) include gallery of photos of alumni participating in recent college events.

Promote student and alumni relationships by increasing unit-based opportunities for direct exchange.

a) routinely include alumni in reviews or juries to interact with student work
b) create abbreviated seminar series for entering first year students with alumni participants as featured speaker each week to expose them to a range of career choices
c) promote a job fair or other opportunity to connect students with potential employers

Strengthen our commitment to lifelong learning by engaging in alumni programs.

a) host an annual alumni exhibition, show or event
b) invite all alumni to annual college lecture
c) establish unit-based programs by and for alumni

Integrate alumni events with college and unit activities.

a) develop one formal alumni group per unit
b) identify faculty liaison to work with alumni group

4. **to advance knowledge: education**

Our disciplines shift rapidly in response to the needs of the larger world. This requires continual adaptation and a flexible institutional structure.

The signature of education in the arts and architecture is to combine scholarship and research with the vivid universe of studio pedagogy, where rigorous production cultivates technical expertise and insight.

We are committed to practices that advance, connect, and expand our disciplines. Across the fields of architecture, art, design, music, theatre, and art history, the College promotes and sustains high levels of intellectual and artistic activity, research, critical practice, and community engagement.

As a college, we are unique in combining these fields in a public university located in a city defined by its built environment and cultural richness. Through professional, scholarly and research experience, internships, and site visits, our curriculum builds bridges into the varied workplaces and intellectual lifelines of Chicago.

goals, objectives, and strategies

Move towards flexible and interdisciplinary curricular models

Build interdisciplinarity into the curriculum in units, across and beyond the college.

a) re-write curricula to respond to changes in disciplines and practices
b) re-write curricula to include interdisciplinary requirement(s)
c) examine electives for cross-college course opportunities
d) sponsor interdisciplinary general education courses
e) develop shared first-year program
f) develop first-year creativity/imagination course
g) develop shared graduate seminars
h) build one building to house all college programs

Develop connections with disciplines outside the college.

a) continue existing programs i.e. interdisciplinary product development with colleges of business and engineering
b) develop new programs such as healthcare design with the college of medicine and design research with anthropology

Develop and utilize thematic models in units and across college that promote collective work and cross-disciplinary problem solving.

a) use College Educational Policy Committee to review interdisciplinary proposals
b) offer cross-unit studios/performances

Offer college-wide collaborative course and/or program.

a) make rubric available and put call out for proposals
b) share faculty FTE contributions among units
c) coordinate faculty resources and teaching loads to better enable unit-shared teaching

Identify faculty for interdisciplinary teaching roles.

a) establish a visiting professorship or endowed chair with unit-roving role
b) include non-tenure-track three-year visiting faculty line
c) invite existing faculty to serve part time in an interdisciplinary role

Develop cross-cultural, visual culture and/or gender studies themes and courses as part of the curriculum to promote diversity issues.

a) develop cross-disciplinary courses with departments and programs in LAS
b) pursue interdisciplinary teaching opportunities provided by new university initiatives

<u>Expand the use of the urban and global context for learning through changes in curriculum and programs</u>

Increase student involvement in external professional practice, scholarly or research experience.

a) hire part-time employee to coordinate program
b) partner with institutions to gain internships for students within and beyond Chicago
c) seek grant opportunities that share wages for internships
d) utilize for-credit co-op programs
e) integrate professional practice into the curriculum

Increase student involvement in the city-as-a-classroom approach to learning by increasing the number of local professionals involved in educating our students at their sites of research/practice/business (e.g. galleries, museums, design firms).

a) build connections with alumni for the purpose of educating students in their professional environments
b) continue to encourage relationships with existing professional organizations
c) integrate city-as-a-classroom approach into the curriculum

Re-articulate the role of Gallery 400, the City Design Center and the Jane Addams Hull-House Museum in education and integrate into the curriculum.

a) develop urban thematic models that promote collective work and cross-disciplinary problem solving
b) encourage courses that utilize faculty and staff at these college centers
c) build teaching opportunities into funding proposals
d) build a new building to bring students and centers closer together

Increase student participation in international exchange programs.

a) offer need-based scholarships to reduce the financial burden
b) create current-use and endowed funds to support student travel and exchange
c) improve faculty participation through workshops, lectures, campus visits
d) improve publicity about exchange programs
e) hire part-time staff coordinator to work with units and monitor correspondence and follow-up with exchange institutions

Expand the role of creativity and imagination in education through the development of critical thinking and practice skills, and through the questioning of disciplinary and professional boundaries.

Consider inclusion of critical writing components in the curriculum to emphasize critical thinking and writing skills in and around core practices.

a) establish senior undergraduate capstone projects with integrated writing component.
b) formalize writing requirement in graduate programs where appropriate

Promote students' ability to engage, analyze and create change in their intellectual and professional practice.

a) include students in faculty research via independent study or special topics courses
b) include students in public/corporate engagement through projects sponsored by city design center, design for democracy, UIC Interdisciplinary Product Development (shared with the Colleges of Engineering and Business), etc.
c) reinforce the college's relationship to the great cities mission

Build elements of self-directed study into the curriculum to prepare students for professional practice and research.

a) increase the number of senior projects, theses, and independent studies/studios
b) allocate faculty resources to provide credit for sponsoring independent student work

5. **to create and critique for changing worlds: research and critical practice**

The College bases artistic and architectural production on research. Research can be theoretical, analytical, technological, creative, historical, and pragmatic. It shapes future practices, educating students and enabling educators to invent, adapt, analyze, and apply new knowledge in answer to the needs and potentials of their disciplines and professions.

goals, objectives, and strategies

Enhance support of intellectual and creative research

Develop a program of college financial resources and support for faculty research.
- a) develop a competitive process for internal funding of faculty research proposals
- b) increase funding for graduate research assistantships

Develop and implement a faculty research mentorship program to encourage academic achievement in research, creative work, teaching, and service, in consideration of tenure requirements.
- a) reevaluate promotion and tenure norms

Increase faculty requests for library acquisitions in college disciplines.
- a) identify, in each unit, a faculty liaison with the library
- b) include titles listed in syllabi in library collection

Host informational sessions to stimulate faculty applications for internal funding and fellowships.
- a) establish internal research workshops developed around internal funding and fellowship opportunities

Make research processes more accessible and easier for faculty members to navigate.
- a) develop an online faculty handbook
- b) identify an individual to assist faculty members in their applications for funded research
- c) hold a college “research day”

Strengthen externally funded research

Develop and provide incentives for faculty to submit grant proposals.
- a) prioritize the creation of seed funds to support external grants
- b) establish release-time guidelines in schools and departments
- c) provide financial incentives for completed and submitted external grant applications

Increase external grant applications from City Design Center, Gallery 400, and Jane Addams Hull-House Museum.

a) increase faculty participation
b) streamline and/or consolidate administrative functions

Improve access to information regarding external funding opportunities.

a) maintain consolidated and current list of major grant information with deadlines on college website
b) notify faculty of opportunities on a regular basis
c) host faculty workshops to match faculty research areas with funding opportunities

Encourage and facilitate interdisciplinary research

Identify faculty members for interdisciplinary research roles.

a) share FTE between units
b) contribute to release time

Increase collaborative research within the college and UIC, and with external institutions and organizations.

a) create a topic-oriented lecture series or lecture course
b) improve tracking and documentation of existing activities

Make use of centers in the college as sites for interdisciplinary research by involving more faculty and graduate students across units.

a) create incentives for interdisciplinary research
b) dedicate one graduate research assistant to interdisciplinary research
c) explore new opportunities for research initiatives, such as UIC Center for Interdisciplinary Product Development (currently under consideration)

Improve methods for implementing, evaluating, and rewarding research in the college.

Identify and analyze best practices for scholarship and research appropriate to, and across, the college's disciplines and programs.

a) chairs and directors and college executive committee identify and evaluate current research models in college units

Develop and employ a streamlined method to document individual faculty research and achievements.

a) single web form for faculty use, with "checklist" that includes mandatory reporting requirements to units and college
b) hire additional technology support staff

Restructure the all-college meeting to include discussions and selected presentations.

a) include sabbatical lectures
b) include faculty and staff research/creative work presentations

Investigate and establish ways to increase visibility of college's contribution to research at UIC.

a) maintain an inventory of funded and unfunded research activities on the college website
b) identify faculty or administrator liaison with the Office of the Vice Chancellor for Research
c) invite campus colleagues to participate in college research discussions
d) create new presentation and exhibition spaces

6. **to inform and invent for expanding audiences: external engagement**

The College of Architecture and the Arts is and should be a destination not only for students seeking training and mastery of the arts and architecture, and of their histories and philosophies, but also for citizens and patrons more generally. The College seeks to make itself a dynamic center, where ideas and products are conceived, honed, created and discussed, and where each stage of the process of creative production is transparent to the broader world.

UIC's campus increasingly represents, presents and performs architecture and arts, made and in the making. The College seeks to establish UIC as an essential cultural destination in the city, region and globe. To do so we invent and harness the new technologies of presentation. It requires the development of partnerships both educational and cultural with the professions and the larger communities we serve.

goals, objectives, and strategies

Improve and increase visibility and identity

Establish a public identity that is the manifestation of our vision.

a) articulate and disseminate our public identity to faculty/staff/students
b) convene a committee of faculty, students and staff
c) develop a graphic identity for the college
d) implement the college's graphic identity in signage, etc.

Improve the use of college and unit websites to enhance visibility.

a) hire staff dedicated to website maintenance
b) gather a representative focus group to test usability
c) develop college and unit websites to serve as important resources for reaching external audiences
d) unify unit websites around standardized components (e.g., alumni, giving)
e) feature alumni constituencies and meet their needs

Represent the depth and complexity of our programs on the website as part of recruitment of high-quality students.

a) make student recruitment a priority in website design
b) include student work on the website
c) redesign unit websites

Improve the external media presence of college by increasing mentions.

a) audit past mentions
b) strengthen relationship with the Office of Public Affairs
c) hold a media relations seminar or workshop for faculty and staff

Increase the output of publications – print, digital and internet media.

a) start a quarterly e-newsletter
b) start a journal/magazine

Contribute to UIC's emergence as an architectural and cultural destination in the city

Increase the prominence of the college with new public events that expand audiences.

a) consider a biennial event with publications
b) host city-wide interdisciplinary graduate symposium

Partner with UIC and other constituents to develop strategies to secure funding and develop plans for a signature building to house public events and bring new audiences to UIC.

a) form a committee to develop plans
b) partner with the campus to secure funding

Improve the structure and promotion of public events to expand audiences.

a) distribute a college-wide schedule of events poster
b) present a combined lecture series in single location
c) keep college lectures consistent – time, day, location
d) hold lectures in a dedicated lecture hall
e) consolidate mailing lists
f) advertise events in local publications

Showcase UIC by continuing our commitment to improving the campus environment.

a) student exhibitions in non-college buildings
b) staff and manage the university art collection
c) build a new building of architectural significance

Increase educational value of the college to the disciplines and professions it represents

Grow post-graduate professional opportunities for students through development of programs.

a) provide career placement assistance
b) assist in professional skills development
c) develop new professional programs (such as Healthcare Design and Design Research)

Serve as a resource for K-12 urban education.

a) organize symposia and workshops for teachers
b) develop partnership programs

Continue and develop continuing-education programs.

a) develop certificate courses
b) develop grant-writing courses
c) develop new blended-learning programs
d) expand professional-development programs

Cultivate and grow partnerships

Strengthen and build college partnerships in Chicago-area underserved communities for whom college/units can provide a crucial resource.

a) ask all units to assess and report possibilities
b) build partnerships into the curriculum where appropriate
c) recruit faculty whose research involves partnerships
d) train students to utilize partnerships
e) use the city design center's expertise in partnership development

Identify and pursue new prospective partners with the potential to enhance college activities.

a) partner with other institutions to share course offerings and provide enhanced degree opportunities
b) use partnerships to broker pro bono services from private firms
c) build partnerships into the curriculum
d) train students to utilize partnerships
e) use the City Design Center's expertise in partnership development

Expand the college funding base

Identify, organize, and increase private and corporate donors and prospects.

a) pursue major gifts and funding from individual alumni and friends of the college
b) pursue corporate and foundation funding
c) form a dean's visiting committee
d) host a major fundraising and donor cultivation event

Develop a list of specific, marketable goals and funding priorities to present to donors and prospects (endowments and current use funds).

a) develop and solicit support for faculty
b) develop and solicit support for students
c) develop and solicit support for programs
d) develop and solicit support for facilities and equipment
e) develop and solicit support for technology
f) develop an annual fund
g) develop unrestricted support
h) establish annual giving targets and capital campaign goals

Enhance advancement and alumni pages on the college website.

a) enable one-click online giving
b) list fundable priorities
c) report the progress of current fundraising activities

Enhance donor and prospect contact and engagement with the college.

a) invite donors and prospects to attend more college functions
b) increase visits with major donors and prospects
c) coordinate timely and appropriate communications to donors and prospects

Become more entrepreneurial by developing potential revenue-generating programs.

a) develop a continuing-education program
b) encourage professional schools to integrate programs with industry to generate revenue
c) increase utilization of facilities during evenings, weekends and while UIC classes are not in session

Increase grant revenue.

a) ask dean and directors to communicate the importance of grants to faculty
b) schedule grant discussions led by the dean at unit faculty meetings

Increase the engagement and active role of faculty and staff in fundraising activities.

a) schedule an annual presentation by the advancement office in unit faculty meetings
b) partner the advancement office with faculty and staff to cultivate prospects and donors
c) have the advancement office conduct workshops/seminars for faculty and staff

7. **to invigorate our environment: college community, internal communication and coordination**

Central to the college's effectiveness will be the strategic development and maintenance of our physical, technological and administrative infrastructures. Our creative and intellectual mission will be achieved by deploying the necessary resources to maintain and improve the infrastructure. Our responsiveness requires clear, efficient, and inclusive channels of communication among the various constituencies that make up the College. Clear mechanisms for implementation and evaluation will assure that the implementation of the goals and objectives outlined below meet the challenges of the day.

goals, objectives, and strategies

Build and promote community within the college

Build community by hosting college gatherings and improving across-unit attendance at unit/college events.

a) encourage students, faculty, staff to attend events throughout the college
b) form a student council
c) hold all-college receptions and a college-wide "beaux arts ball" type event
d) project a calendar of events in every college building

Host an annual event that includes all units within the college.

a) expand the year-end show
b) hold a virtual exhibition on the college website

Utilize technology to make communication more effective and transparent

Create, promote and maintain virtual spaces for college constituents.

a) develop web tools for archiving and sharing work
b) integrate news and events communications
c) develop an on-line research and instructional environment
d) create a staff listserv
e) create an all-college listserv (students, faculty, staff) promoting upcoming college events
f) consolidate unit and college reporting requirements with a single web-based form

Increase utilization of secure web space for dissemination of information.

a) disseminate meeting minutes and other communications only through secure web space
b) keep archive of past materials for at least one academic year
c) develop college committee pages to consolidate relevant information
d) move away from reliance on email and towards a consolidated location for relevant information

Improve the physical and technological infrastructure

Establish college and unit baseline requirements for facilities and maintenance.

a) identify unsafe areas
b) prioritize curricular needs
c) prioritize safety
d) implement an infrastructure development program

Partner with campus to formulate master plans for an improved physical environment.

a) work with Office of Campus Learning Environments
b) work with Office of Capital Programs

Where appropriate, and with faculty leadership, develop and implement physical improvements.

a) develop creative solutions to ongoing problems
b) seek public and private funds for needed improvements

Implement the College Academic Digital Environment (CADE).

a) provide wireless access throughout college
b) network digital projection in classrooms
c) provide open college print centers
d) pursue an endowed technology fund to support ongoing development

Focus technology purchases and development towards advanced research tools.

a) expand storage space for student work
b) set up collaborative teaching environments using digital tools
c) establish an endowed technology fund

Develop digital support pool network based on student specialty training

a) develop a program to provide training
b) develop start-up funding

Develop flexible and appropriate administrative structures and processes

Make decision-making structures integrative and transparent.

a) make processes and progress towards goals readily available to college faculty and staff
b) create forum for obtaining input from faculty, staff and students

Analyze administrative and faculty governance structures in college and units.

a) re-think structure of college faculty meetings
b) develop structures that respond to changing disciplines and practices

8. **Stretch Ideas**

The College of Architecture and the Arts bridges the intellectual lives of the university with the cultural lives of the city. The value of the college and its programs is seated in its people: the faculty, students and alumni who are known in their professional and creative circles as the architects, artists, curators, designers, musicians, composers, actors, directors, activists, and critics whose leadership brings and shares new levels of innovation and knowledge to our local and global communities. Poised to elevate and strengthen campus connections with the city, new programs and centers will serve as sites for professional and academic interaction. New structures of architectural significance will house instruction with public presentations, to educate audiences, and offer students and faculty new sites for public exchange.

Professional practice (internship) programs

Establish and integrate student professional practice (internship) programs into college curricula. Students benefit from introduction to the professional marketplace by participating in practice-based learning. Taking advantage of faculty studio practice and securing partnerships with external firms and organizations will provide valuable workplace learning experiences in rapidly evolving disciplines and markets. Greatly increasing competitiveness with other institutions, students in professional fields understand the value of, and covet professional practice opportunities.

Emerging Market Programs: Architecture and Design

Take advantage of disciplinary expertise in emerging markets. Increase the prominence and visibility of our programs while generating revenues through special tuition for highly marketable, specialized programs. New tuition revenues will enable technology and facility enhancements to compete with top private institutions. Already among the top competitive programs, consider privatization of the Schools of Architecture and Design.

Center for Jazz Education

Create a Center for Jazz Education in the Department of Performing Arts that reaches out to high-school students, preparing them for college education in the arts. The Center will be built on strong partnerships already established by faculty in the Department of Performing Arts with existing arts and music educational organizations, such as *Music Alive!* Current UIC music majors will mentor promising high school students in academic year programs as well as special summer music programs and camps.

Center for Arts and Education

UIC will emerge as a cultural destination with a new landmark building in the city, the UIC Center for Arts and Education. Education in the arts, through practice, performance and exhibitions, will draw new audiences and expand the visibility and identity of the college and UIC. A consolidated site for the college's academic programs, as well as research, exhibition, and performance spaces in an architecturally significant facility will cultivate interdisciplinary exchange and strengthen connections with Chicago's cultural institutions, bringing highly visible programming and new audiences to the UIC campus.

Signature Building

The reputation of UIC demands a new signature building on campus that serves as a shared resource and contributes to the architectural legacy of Chicago. Involve the college's faculty to create a UIC building of architectural significance. UIC will showcase its commitment to innovation, with a new architectural landmark site that will signify campus and welcome new visitors to UIC.

Expansion of the Jane Addams Hull-House Museum

Construct an additional building to expand the museum's capacity to elaborate on UIC's Great Cities commitment through civic engagement programming and core and rotating exhibitions.

9. implementation of plan

Implementation of the strategic plan will be a charge to the College Executive Committee. To become a viable and meaningful planning resource, we propose the following:

- Annual planning retreat including the Dean, College Staff, Unit Chairs and Directors, and the Executive Committee to determine yearly priorities in light of new and changing opportunities and challenges
- Annual review of the strategic plan, to be revised as necessary
- Annual review and revision of internal targets
- Ongoing development and periodic review of performance indicators to measure and track college and unit progress towards goals
- Annual report on progress at college faculty and staff meetings with opportunity for feedback

Please see appendix IX for draft implementation process.

10. appendices

Appendix I - Strengths, Weaknesses, Opportunities, Threats

Strengths
Our faculty members have achieved recognition and prominence on a national and global scale.

Many of our alumni have become recognized professionals and academics.

Our faculty members exemplify distinctive leadership in their contributions to their local, national and global professional and academic communities.

Our location in Chicago facilitates a "city as a classroom" approach to learning through site visits, internships, and exchange with practicing professionals.

UIC's Great Cities mission incorporates a commitment to culture and to architectural innovation, and positions us for prominence in twenty-first century arts and architecture.

Weaknesses
Our dispersed, inadequate, and decaying facilities cause low morale, inefficient business operations, and discourage community and interdisciplinary exchange.

Our reliance on state funds causes our college to be especially vulnerable to state budget cuts.

Our lack of a unified brand for the college inhibits broad recognition.

Our lack of endowments reduces flexibility and competitiveness.

Opportunities
There is the potential for new interdisciplinary partnerships with other programs and colleges within UIC.

Expanding professional opportunities in architecture and design demand new curricular models, increase competitiveness and give us an edge in student recruitment.

UIC's position as a "global campus".

The college is well positioned to expand private philanthropy.

The college has the potential to impact multidisciplinary K-12 arts education with expanded undergraduate arts education degree programs.

New continuing education programs would expand and enhance our programs, and enable new streams of revenue.

Threats
Other higher education institutions attempt to recruit our faculty.

Public and private grant funding for cultural initiatives continues to diminish.

The university's bureaucratic processes become barriers that inhibit creative strategies and entrepreneurial endeavors.

State funding continues to diminish.

The college risks loss of accreditation because of insufficient university resources/infrastructure. [*]

[*] Campus need a concert hall, a theatre, and appropriate rehearsal spaces.

Appendix II - Resource Plan

Introduction

The College of Architecture and the Arts has four academic units, one research center, one museum, one gallery and two smaller instructional support units. The College's main funding source is from the State of Illinois general revenue funds and tuition differentials from undergraduate and graduate students.

Increase in tuition in the form of tuition differentials has helped offset some of the loss of over $0.5M in general revenue state funding. Even so, in the past five years the state budget cuts have resulted in an overall college budget reduction of $357,484 (4.1 %). In response to these cuts, various faculty, staff and graduate assistant positions had to be eliminated.

Despite the cuts, the College has managed to stay solvent. The College has practically no ICR return, and hence has been dependent on tuition to fund its ongoing, fundamental instructional programs.

Resources Needed

Enrollment

- Targets

Enrollment targets will be directed to the recruitment of a diverse student body that seeks a high quality, comprehensive education in the visual and performing arts. This student population will reflect the multi-cultural strength of an urban public educational institution that pushes the frontiers of existing knowledge and interdisciplinary education in the arts.

- Strategies

The ability to meet undergraduate enrollment targets will be strengthened if we are able to hire a part-time recruiter or graduate students for outreach to select high schools and to build a network with high school art and performance teachers. The college will apply for grants from the Illinois Board of Higher education (HECA-Diversity) and private foundations to establish a student recruitment program for increasing diversity in the design professions which have underrepresented populations in architecture, electronic visualization and industrial design.

- For both undergraduate and graduate programs, the College will evaluate its programs & consider developing new degree programs and/or realign existing programs to respond to the external changes in professional practices and markets. Under consideration are an M.S. in Healthcare Design (Architecture) and an MFA in Design Research (Art & Design).

- Development of a student professional practice (internship) program will enhance and make more attractive our professional degree programs. Some resources will be necessary to coordinate such a program.

Student Financial Support

- For successful recruitment and retention of both undergraduate and graduate students, we will continue to need resources to provide for students with financial need and to offer competitive packages to attract both academically outstanding undergraduate and graduate students with scholarships, assistantships, fellowships and/or tuition waivers.

Restoring Faculty

Between Fall 1998 and Fall 2005 the College has decreased in its tenure track/tenured faculty from 72 to 63 FTE. Much of this loss has occurred because we have experienced significant numbers of retirements though there have also been some voluntary resignations and involuntary terminations. While we lost 41 faculty during this period we have made 32 new permanent faculty hires with several opportunity and/or diversity hires. A greater number of non-tenure track faculty and teaching staff have been hired annually to fulfill our teaching mission.

The College is committed to continuing to restore our core permanent faculty, ensure diversity, and will need sufficient resources to do so. The future mix of permanent tenure/tenure track and non-tenure track faculty will be informed by the mission of the college and its units and their particular program priorities. Resources will be needed to offer competitive salaries to outstanding senior hires and to junior hires of significant promise. Also, resources will be required to reward productive, outstanding faculty through merit salary increases, to respond to counter offers, and to offer seed money for research grants or other funded program grants.

We currently have searches underway for 6 faculty positions to begin Fall, 2006 (at a total estimated recurring cost (for salaries) of $300,000-$360,000. For the next 3 years (FY08, FY09, FY10), the number of specific hires per unit will depend on their program priorities and needs.

Capital expenditures, facilities and technology

- **Deferred Maintenance and Safety**

The quality of the College of Architecture and the Arts facilities and assigned space are a critical factor in the ambitions of the College's proposed strategic plan. Of the seven buildings occupied by the college only one has undergone major renovation to its infrastructure.

UIC's backlog of deferred maintenance in campus buildings is noted in the 2010 Strategic Thinking document as a threat to the continuing delivery of quality programs and research. This inattention to deferred maintenance leaves some programs in a "chronic state of crisis". This is particularly true for our college as we develop new teaching technologies in our recognized programs in art and architecture.

Incremental and necessary facility upgrades (accessibility, safety) have been made to some of the seven buildings occupied by the college these last 10 years. Except for Art & Design Hall, core infrastructure upgrades have never been undertaken in the other buildings.

For FY 2006 the College has spent $350,000 for additional architectural and infrastructure upgrades in Art and Design Hall and for a new shared Plotter Facility in the Art & Architecture building.

The demands of new curricular programs, with greater dependence on technology, and the need to improve the physical and social environment cannot be fully realized without a comprehensive plan for core facility renovation to teaching studios, review spaces, faculty offices, support space and the deferred maintenance in these buildings. The estimated cost to fulfill these renovation and deferred maintenance needs is approximately $4 million.

- **Infrastructure for Technological needs**

The College is employing more sophisticated uses of digital technology. Our technology paradigm is shifting to meet the rapid expansion of digital production in the arts - from a standard computer lab model to a mobile model that makes technology available throughout our classrooms and studios compatible with professional practice.

The mobile model creates a partnership with our students, who invest in laptop computers. The college focuses our technology investments to construct a digital environment that substantially enhances their academic experience in the college. To provide this enhanced digital environment, the estimated total costs over five years are $170,000 ($34,000 per year) in non-recurring funds and $50,000 annually in recurring funds for technical support.

Resource Procurement Strategy

Given the realities of the future of general state revenue funding it will be necessary to develop new revenue streams to meet the goals set forth in our strategic plan. The following represent some ways we can address supplementing our resource needs over the next five to ten years.

Tuition differential

The College of Architecture and the Arts has proposed doubled tuition differentials for both graduate and undergraduate programs to $1000 and $400 per semester respectively. This will bring in an additional $500,000 to $600,000 to the College. If approved, this revenue will offset a substantial part of the anticipated budget cuts in the near future.

New Post-Professional Degree programs:

In response to evidence of market demand for professionals in health care design (architecture) and design research (art and design), the College is developing proposals for the following post-professional degree programs:

MS in Healthcare Design (School of Architecture)
MFA in Design Research (School of Art and Design)

Revenues, costs and enrollment projections to offer these programs (market plans) are being developed and both have the potential, through increased graduate enrollments (tuition and tuition differential rates) to bring back resources to the home units.

Externally Funded Research and Programs – Grants and Contracts

The College of Architecture and the Arts has a unique mission in a global world: to offer research in the visual arts, architecture, music and theater and to offer innovative models for communication, problem solving and collaboration. Between the creative research of practitioners and the scholarly orientation of the traditional university disciplines, the College actively promotes scholarly research in art, architectural, theater and music history.

An Associate Dean for Academic Affairs coordinates research, faculty mentoring, grant writing, interdisciplinary courses and regular presentations of faculty research. The Associate Dean will encourage applications for external funding where opportunities exist. Given the limitations of external funding opportunities for cultural practice, we will pursue those opportunities that contribute to our mission, especially interdisciplinary opportunities across units of the college and between our College and other Colleges at UIC.

The College has, over the past ten years engaged in a number of externally funded educational and professional programs with city, state and/or federal agencies (examples: Gallery 37, HECA, and FIPSE). Similarly, the City Design Center (CDC), Gallery 400 and the Jane Addams Hull House Museum (JAHHM) have secured substantial external funding. We will continue to pursue partnerships to support research, underwrite programs and foster recruitment and retention.

Corporate and foundation support will also be considered for relevant research, educational and professional programs.

Self-supporting enterprises

The College is in a strong position to take advantage of its professional programs and the marketplace in the Chicago metropolitan area to develop and offer a number of courses through continuing education. Each of our four academic units has identified some possibilities for offerings. Further analysis will still need to be made on the market, the costs and revenues associated with these offerings. In the past, the College has been successful with certain continuing education courses where significant residuals (net revenues) were realized.

Private Philanthropy

Although privately funded student scholarships and annual giving are growing, the College's history in raising funds from private donors has not been as strong as it should be. This is due to many of the same reasons UIC as a whole has had difficulty. We are a young campus with a young, nonaffluent alumni base at a state institution that has not, until recently, had to rely or focus on private giving.

The College Office of Advancement is situated to move forward in raising funds relatively quickly for several reasons. College leadership is well established and regarded in Chicago's arts community. We have strong relationships with non-alumni, friends of the College who could be significant patrons to our enterprise. In the School of Architecture, an active alumni association has kept many of our alumni engaged and involved. Strong bonds have been created between professors and students. Our alumni have good memories and a commitment to the College. Finally, in addition to our non-alumni friends, the College can now boast many successful alumni, particularly in architecture, graphic design and studio arts.

Private philanthropy no doubt will be invaluable to the future success of the College. Donors and foundations will be solicited to endow professorships and scholarships and to build the facilities that will shape the future of the College.

Appendix III – Benchmark Institutions

	Architecture	Art and Design	Art History	Performing Arts
Benchmark Institutions (reach)	University of Michigan	Yale	Columbia University	Southern Methodist University - Dallas (Theatre)
	University of Texas at Austin	UCLA	UC Berkeley	Georgia State (Music)

Peer Institutions (current competitors)	Arizona State University Tempe	North Carolina State	UCLA	Wayne State
	Iowa State University Ames	University of Cincinnati	University of Michigan	California State at Bakersfield
	University of Cincinnati	University of Minnesota (Target Corporation supported Institute of Design)	University of Chicago	University of Wisconsin
	NC State University Raleigh	School of the Art Institute	UIUC	Northeastern
	UIUC	Columbia College (undergrad)	Georgia Tech	Roosevelt
		IIT Institute of Design (grad)		UIUC
		Carnegie Mellon (Design)(IPD program)		Northern Illinois
		California College of Art (A+D)		
		Cal Arts (A+D)		
		School of Visual Arts (A+D/Urban)		
		UIUC		
		Georgia Tech		

Appendix IV – Targets and Performance Indicators

The College Executive Committee, charged with implementation of the strategic plan, has begun preliminary development of ambitious but attainable targets for the specific objectives and strategies. Necessary for this task is the establishment of baseline data in order to ascertain realistic margins and potentialities for change. These data and a mechanism for their collection will be developed and will form the initial performance indicators for the college.

people

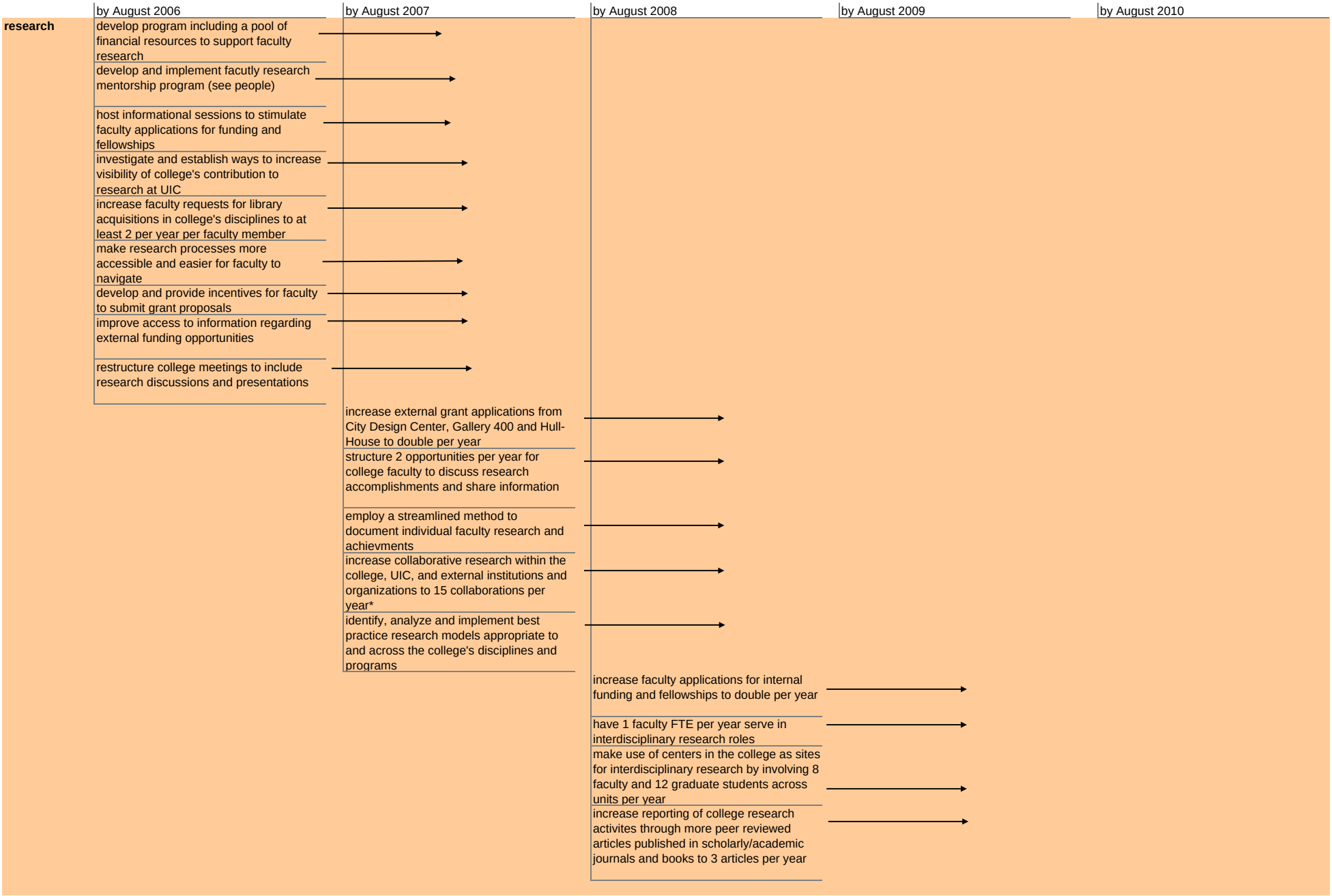
by August 2006	by August 2007	by August 2008	by August 2009	by August 2010
faculty identify 3 potential faculty development programs →	program(s) will be implemented →	→		***alumni*** develop 1 formal alumni group per unit
faculty clarify unit promotion and tenure norms with respect to research and consider development of college norms				***alumni*** strengthen commitment to lifelong learning by engaging in 1 alumni program per unit per year
faculty define role of and expectations for non-tenured/tenure-track faculty				
staff arrange 3 ongoing staff networks to build community, exchange ideas and promote leadership →			***faculty*** recruit faculty to reach and retain a total of 71 tenured/tenure-track faculty →	
faculty develop and implement college mentorship program for junior faculty for encouraging academic achievment in research/creative work, teaching and service towards successful tenure →			***alumni*** promote student/alumni relationships by offering 2 opportunities for direct exchange per year per unit →	
	faculty adjust search strategies to increase % of underrepresented applicants (minority and female), develop applicant pool targets as baseline data become available →			
	staff adjust search strategies to increase % of underrepresented applicants (minority and female), develop applicant pool targets as baseline data become available →			
	staff Increase participation in professional development activities to involve at least 60% of unit/college staff* →			
	alumni improve web presence for alumni →			
		faculty implement defined faculty retention program →		
		students target 4 regional high schools per year for recruitment, 3 of which serve at least 80% minority students* →		
		students create or host programs so 1000 high-school students per year visit our college on campus →		
		students strengthen Summer Bridge Program for incoming freshman to increase enrollment to 100 students per year →		
		students promote and establish student-to-student learning and suppport networks in units and college →		
		staff implement defined staff retention program →		
		students promote student-to-student learning by implementing an ongoing mentorship program →		
		students create 3 opportunties per year for students to have productive exchanges with audiences →		

*targets will be redefined/developed as baseline data become available

education

by August 2006	by August 2007	by August 2008	by August 2009	by August 2010
	offer 1 cross college collaborative course and/or program per year beginning 2007 and continuing at least through 2009-2010 →			
	increase internship programs to involve 50% of A+A students* →			
	city as a classroom approach to learning by increasing # of local professionals involved in educating A+A students at their sites of research/practice/business to involve 35% of our students per year* →			
	increase # of students involved in public/corporate engagement through projects sponsored by City Design Center, Design for Democracy, Interdisciplinary Product Development* →			
		develop and utilize thematic models in units and across college that promote collective work and cross-disciplinary problem solving →		
		have 1.5 faculty FTE serve in interdisciplinarity teaching roles per year →		
		increase A+A student participation in international exchange programs to involve 10% of students →		
		incorporate critical writing requirements into the curriculum to emphasise critical thinking and writing skills in and around core practices →		
		include students in faculty research via independent study or special topics course →		
			develop cultural, visual culture and/or gender studies themes and courses as part of the curriculum to promote diversity issues →	
			promote social responsibility by involving 20% of students in leadership activities on campus and off* →	
				build interdisciplinarity into the curriculum in units, across and beyond the college →
				re-articulate role of Gallery 400, City Design Center and Jane-Addams Hull-House Museum in education and integrate into the curriculum →

*targets will be redefined/developed as baseline data become available



*targets will be redefined/developed as baseline data become available

	by August 2006	by August 2007	by August 2008	by August 2009	by August 2010
external engagement	represent the depth and complexity of our programs on the website as part of recruitment of high-quality students				
	identify 4 possible continuing education programs	generate earned and grant income by offering 2 continuing education programs per year			
	enhance website to enable online giving				
					work with and build 3 new unit and college partnerships per year in Chicago area underserved communities form whom the college/units can provide a crucial resource
	develop a list of specific, marketable goals and funding priorities to present to donors, make available on college website				
		establish a public identity that is the manifestation of our vision		increase output of publications - print, digital and internet media - to 10 per year*	
		improve use of the college and unit websites to enhance visibility by increasing external hits by 20% per year		increase prominence of the college with new public events that expand audiences	
		improve external media presence of college by increasing mentions to average 10 per month*		establish grant revenue and fundraising targets	
		increase the prominence of the college with public events that bring 300 new visitors per year*			
		improve the structure and promotion of public events to increase attendence by 25%*			
		serve as a resource for K-12 urban education by offering 6 progrmas per year			
		identify and pursue 3 prospective partners per year with potential to enhance college activities			
		identify, organize and expand private and corporate donors and prospects			
		strengthen the understanding of advancement in the college by conducting 2 workshops/seminars per year			
		advancement office presents at unit meetings once per year			
		increase prospect and donor attendance at college funcitons			
			partner with UIC and other constituents to develop strategies to secure funding and develop plans for a signature building		
			showcase UIC by continuing our commitment to improving the campus environment; pursue 2 permanent or temporary public space projects per year		
			grow post-graduate professional opportunites for students through development and implementation of 2 programs per year		

*targets will be redefined/developed as baseline data become available

	by August 2006	by August 2007	by August 2008	by August 2009	by August 2010
college community	require annual reporting at facutly meetings on college and unit activites toward strategic planning goals				
	create, promote and maintain virtual spaces for college constituents				
	where appropriate and with faculty leadership develop and implement physical improvements				
	begin implementation of College Academic Digital Environment (CADE) - open college print centers	CADE: wireless access throughout college, network digital projectors in classrooms	CADE: network digital projectors in classrooms		
		increase utilization of secure web space for dissemination of information			
		improve value of college and unit websties by increasing internal hits by 50% per year*			
		develop process for timely dissemination of information about the status of infrastructure issues and improvements			
		build community by hosting 2 college gatherings per year and improving across-unit attendance at unit/college events			
		host annual event that includes all units within the college			
		improve visibility of, and communication about, present and past interdisciplinary activities			
		examine faculty governance structures in college and units			
		maintain current calendar of events in every college building			
			make decision making structures more integrative and transparent		
			establish baseline requirements for facilities and maintenance		
			partner with campus to formulate plans for an improved physical environment		

*targets will be redefined/developed as baseline data become available

Appendix V – Strategic Planning Process

2004

April 1 — Strategic Planning Committee Meeting

July - August — Questionnaire developed for faculty and staff (based on discussion at April 1 meeting)

September — Chairs and Directors review and revise questionnaire

September — Executive Committee review and revise questionnaire

September — Separate questionnaires developed for students and staff

October — **Questionnaires to faculty, staff and students**

Faculty and staff questionnaire	92 respondents
Student questionnaire	118 respondents
Staff questionnaire	21 respondents

December 1 — Strategic Planning Committee meeting
- mission and vision writing
- discuss questionnaire results
- determine focus group topic areas

2005

December- January — Mission and Vision writing group meets

February — **Focus groups meet – open to faculty, staff and students**

2/03 Research	(6 faculty, 2 staff)
2/07 Visibility	(5 faculty, 3 staff, 1 student)
2/09 External Engagement	(6 faculty, 2 staff, 1 student)
2/11 Interdisciplinarity	(5 faculty, 1 student)
2/14 Faculty, Staff and Students	(8 faculty, 6 staff, 2 students)
2/16 Facilities, Equipment and Technology	(4 faculty, 7 staff, 2 students)
2/17 Internal Engagement	(1 faculty, 6 staff, 1 alumna)
2/18 Imagining Potentials	(5 faculty, 2 staff, 3 students)
2/22 Curriculum	(6 faculty, 2 staff, 2 students)

February 25 — Chairs and Directors Mission and Vision writing session

March 8 — Focus group leaders meeting

March 11 — **Strategic Planning meeting - open to all faculty and staff**
- review mission and vision drafts
- review focus group results

March — Writing group drafts plan document

April 7 — Strategic Planning Committee Meeting

April 14 — Executive Committee meeting Develop objective targets

May - July — Writing group revises draft plan Narrative, objectives and strategies

August 19 — College 2005-06 Planning Retreat
- identify tasks for upcoming year

(2005 cont.)	
September - October	Various sub-committees develop final revisions to plan draft
September- October	Executive Committee Meetings - begin development of performance indicators
2006	
January 20	Special Chairs and Directors meeting to review resource plan
February 1	Draft strategic plans due to campus
February – April	**Units review plan draft and submit final input to Executive Committee**
April 18	**College Faculty and Staff Meeting**
April 30	Draft strategic plan due to University of Illinois administration
May – June	External Review Committee review and validate college strategic plan
June 30	Final plan due to University of Illinois

Appendix VI - Strategic Planning Committee

Faculty:

Linda Bracamontes, Art and Design
Gene Collerd, Performing Arts
Deborah Fausch, Art History
Matthew Gaynor, Art and Design
Anthony Graham-White, Performing Arts, *chair*
Silvia Malagrino, Art and Design
Iñigo Manglano-Ovalle, Art and Design
Robert Munman, Art History
Dan Peterman, Art and Design
Elva Rubio, Architecture
Harris Saunders, Performing Arts
Xavier Vendrell, Architecture

Students:

Margaret Denny, Graduate Student, Art History
Jennifer Lennon, Undergraduate, Performing Arts
Lauren Portada, Graduate Student, Art and Design
Jennifer Willis, Undergraduate, Performing Arts

Unit Chairs and Directors:

Michael Anderson, Chair, Department of Performing Arts
Robert Bruegmann, Chair, Department of Art History
Daniel S. Friedman, Director, School of Architecture
Marcia Lausen, Director, School of Art and Design
Roberta Feldman, Co-Director, City Design Center
Lorelei Stewart, Director of Gallery 400
Peg Strobel, Director of the Jane Addams Hull-House Museum

College Staff:

Bruno Ast, Associate Dean
Annabelle Clarke, Assistant to the Dean
Milly Crespo, Assistant to the Dean for Student Affairs
Edna Hamburger, Assistant Dean
Judith Russi Kirshner, Dean
Vince Paglione, Associate Dean for Students
Jane Saks, Director of Advancement
Alex Stern, Technology Coordinator
Anju Teal, Director, Budget and Resource Planning

Appendix VII - Focus Groups

1. **Imagining Potentials,** Friday 2/18/05 1-3pm
This is the broadest of the focus groups and addresses the expansive forward-thinking questions. It is likely to overlap with other groups to some extent but also uncover other "futures" that we would like to envision for our College.

Robert Bruegmann, Professor and Chair, Art History, *group leader*
Linda Bracamontes-Roeger, Assistant Professor, Art and Design
Daniel S. Friedman, Professor and Director, Architecture
Olivia Gude, Associate Professor, Art and Design
Brieanne Hauger, Graduate Student, Art History
Roberta Katz, Graduate Student, Art History
Vanessa Newton, Graduate Student, Architecture
Dan Portincaso, Facilities Manager, Jane Addams Hull-House Museum
Tony Tasset, Professor, Art and Design

2. **External Engagement,** Wednesday 2/9/05 2-4pm
This group will address the College's relationship with its constituencies outside of the University community – locally, regionally, nationally and internationally – and how this relates to our mission and vision.

Peg Strobel, Director of the Jane Addams Hull-House Museum, *group leader*
Michael Anderson, Associate Professor and Chair, Performing Arts
Anna Brown, Associate Director of Development, College
Philip Burton, Professor, School of Art and Design
Tasneem Chowdhury, Associate Director, City Design Center
Margaret Denny, Graduate Student, Art History
Daniel S. Friedman, Professor and Director, Architecture
Stephanie Munson, Assistant Professor, Art and Design

3. **Internal Engagement,** Thursday 2/17/05 10am-12pm
This group will address relationships among the units of the college, between the units and the College office and between the College, its units and the rest of the University community.

Lorelei Stewart, Director of Gallery 400, *group leader*
Edna Hamburger, Assistant Dean, College
Mary Johnson, Assistant to the Chair, Art History
Bonnie Osborne, Assistant to the Director, Art and Design
Tony Tasset, Professor, Art and Design
Josephine Volpe, Alumnae, Art History

4. **Interdisciplinarity,** Friday 2/11/05 10am - 12pm
This group will attempt to clarify what interdisciplinarity means to us and to consider its value in our instructional delivery and in scholarly, research and creative activities. Also should address how we can collaborate between disciplines while still maintaining discipline-specific goals.

Dan Peterman, Associate Professor, Art and Design, *group leader*
Bruno Ast, Associate Professor, Architecture and Associate Dean, College
Gary Minnix, Associate Professor, Art and Design
Lauren Portada, Graduate Student, Art and Design
Kathleen O'Donnell, Adjunct Assistant Professor, Architecture
Woodman Taylor, Assistant Professor, Art History

5. **Curriculum,** Tuesday 2/1/05 3:30 - 5:30pm
This group will address our curriculum from the unit and college perspective -- how choices are made regarding program and curricular priorities, and how accreditation bodies and other external issues factor into decisions.

Hannah Higgins, Associate Professor, Art History, *group leader*
CJ Armstrong, Undergraduate Student, Architecture
Michael Anderson, Associate Professor and Chair, Performing Arts
Peggy Bergin, Assistant to the Director, Art and Design
Rodney Carswell, Professor, School of Art and Design
Milly Crespo, Assistant to the Dean for Student Affairs, College
Judith De Jong, Associate Director and Adjunct Associate Professor, Architecture
Anthony Graham-White, Professor, Performing Arts
Roberta Katz, Graduate Student, Art History
Kathleen O'Donnell, Adjunct Assistant Professor, Architecture
Krista Thompson, Assistant Professor, Art History

6. **Facilities, Equipment & Technology,** Wednesday 2/16/05 11am-1pm
This group will consider the challenges we face in this area and how we can development short and long range plans for improving our physical and technological infrastructure.

Harris Saunders, Associate Professor, Performing Arts, *group leader*
CJ Armstrong, Undergraduate Student, Architecture
Steve Backman, Project Lab Manager, College
Jane Darcovich, Director of the Visual Resource Library
Linda Bracamontes-Roeger, Assistant Professor, Art and Design
Paul Dickinson, Teaching Associate, Art and Design
Brieanne Hauger, Graduate Student, Art History
Gary Minnix, Associate Professor, Art and Design
Bonnie Osborne, Assistant to the Director, Art and Design
Dan Portincaso, Facilities Manager, Jane Addams Hull-House Museum
Alex Stern, Technology Coordinator, College
Carl Ulaszek, Technical Director, Performing Arts
Dan Wheeler, Associate Professor, Architecture

7. **Faculty, Staff and Students,** Monday 2/14/05 10am-12pm
This group will consider faculty, staff and student diversity, recruitment and retention as well as matters of size of student body, faculty/student ratios, and adequate staff support to meet needs of students and faculty. Faculty development, promotion and tenure issues are critical to this area since an outstanding faculty is key to our excellence.

Matthew Gaynor, Associate Professor, Art and Design, *group leader*
Michael Anderson, Associate Professor and Chair, Performing Arts
Peggy Bergin, Assistant to the Director, Art and Design
Abby Crossen, Assistant to the Director, Architecture
Paul Dickinson, Teaching Associate, Art and Design
Deborah Fausch, Assistant Professor, Art History
Julia Fish, Professor, Art and Design
Edna Hamburger, Assistant Dean, College
Melissa Holbert, Graduate Student, Art and Design
Robert Munman, Associate Professor, Art History
Vince Paglione, Associate Dean for Students, College
Jennifer Reeder, Assistant Professor, Art and Design
Jenna Robison, Assistant to the Director of Advancement, College
Travis Trott, Undergraduate Student, Art History
Xavier Vendrell, Professor, Architecture
Dan Wheeler, Associate Professor, Architecture

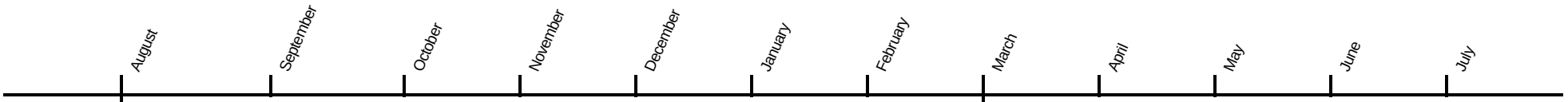
8. **Research,** Thursday 2/3/05 2-4pm
This group will consider present research models and what other models might be developed for a college like ours where definitions of research may vary greatly by discipline; Consideration should be given to how we might encourage more funded research.

Roberta Feldman, Professor of Architecture and Co-Director, City Design Center
Robert Bruegmann, Professor and Chair, Art History
Tasneem Chowdhury, Associate Director, City Design Center
Sharon Haar, Associate Professor, Architecture
Silvia Malagrino, Associate Professor, Art and Design
Kathleen O'Donnell, Adjunct Assistant Professor, Architecture
Vince Paglione, Associate Dean for Students, College
Harris Saunders, Associate Professor, Performing Arts

9. **Visibility of the College,** Monday 2/7/05 3-5pm
This group will consider the question of the visibility of our units and of the college in general as well as of our individual faculty, staff and students both within the University-wide community and in the local, regional, national and international community.

Marcia Lausen, Associate Professor and Director, Art and Design
Peggy Bergin, Assistant to the Director, Art and Design
Philip Burton, Professor, Art and Design
Cynthia Blaise, Associate Professor, Performing Arts
Silvia Malagrino, Associate Professor, Art and Design
Neal McCollam, Theatre Manager, Performing Arts
Vanessa Newton, Graduate Student, Architecture
Alex Stern, Technology Coordinator
Dan Wheeler, Associate Professor, Architecture

College of Architecture and the Arts
Strategic Plan
draft annual process



Strategic Plan Implementation + Performance Measurement

Annual Planning Retreat:
Chairs & Directors, Executive Committee, College Staff

- review performance report from previous year
- review progress towards previous year's action items
- review/revise targets (this year and beyond)
- identify strategic plan areas in need of revision
- identify year's **Action Items**

Joint Meeting: Chairs & Directors, Executive Committee, College Staff

- discuss progress
- preliminary plans for next year

Action Items - College Executive Committee

- monitor progress
- keep tasks on track
- with interest/necessity, convene focus group(s) to discuss/pursue specific action item(s)

- report at Spring College Meeting

Performance Indicators - College Executive Committee

- review performance indicator data collected previous year
- develop/review/revise types of information collected
- identify appropriate time and system for development of annual performance report